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C. Am I conscious when asleep? Is not fright a state of consciousness without images? After fright you remember what you saw and how you felt; are they both images?

What is to be said about aches, for example, toothache?

Some aches are so bad you can almost see how they look.

T. Objects act on consciousness and create images.

Experiment: Word "pig" written on blackboard.

T. Is it an object?

Discussion and conclusion: Yes.

T. Does it create an image?

C. Yes.

But some words do not create images.

T. What if a man had no images except those which acted directly on his sense-organs?

C. Then he could not hear language, nor read.

T. What two great classes of objects act on consciousness?

C. Direct and indirect.

Words written and spoken are examples of indirect objects.

T. When an object acts continuously for some time on consciousness, what is the common name of the process?

Various answers given: Thought, concentration, education, learning, attention.

The name, observation, was not given, but attention, because it was so closely akin to observation, was discussed.

T. What is attention? What happens when you give attention?

C. When you give attention all other objects are driven out.

T. How can you drive out?

C. Only by filling in.

Attention is holding images in consciousness.

T. What happens when you hold an image?

C. Other images come in.

An image grows and becomes clearer when held.

Pedagogy

Bertha Payne

The teacher's function is to surround the children with conditions for growth. These conditions bring certain influences to bear upon the children; they react upon these influences in various ways. The kind of reaction is one test of the value of the influence. We look for certain kinds of response to the external influences. Among those that we count as fundamentally valuable are: Inquiry, attempts to make, art expression in all forms, and efforts at co-operation. The teacher herself is one of the conditions; yet she stands back of the conditions, and watches the reaction of the children to the influence. On the other hand, she may lead at times, may become a factor in directing their activity further than their own impulses would have carried them.

The problem that arises here is: "Where shall she lead and where follow?"

Experience furnishes the mental food; work and play are the modes in which experience is assimilated and turned into energy. Experience must be controlled by the teacher, that the right nutrition-substance may be furnished at the right time. Exercise in work and play must be directed into the most helpful and economical channels. The selection of experiences and consequent partial control of influences, together with the direction of energy in expression, is the teacher's function throughout the whole field of education.

If these principles hold true in regulating the relation of teacher and pupils—the youngest as well as with the oldest—their acceptance sweeps away all barriers between kindergarten and school; one educational law for the kindergarten, and another for the first grade becomes illogical.

The only legitimate distinctions that can be recognized will be those called for by the stage of development.

What is a stage of development? If we should trace the growth of a child from infancy to adolescence, what periods of physical growth should we find? Are there any corresponding, or related, mental periods of development? Does a group of children in the kindergarten ranging in age from three to six years include more than one stage of growth? These are some of the questions that come up in investigating the typical conditions necessary for growth.

In the kindergarten the teacher's problem is just that of every teacher. She must study the children and study the conditions; she must find the fundamental needs and ways to satisfy them. She must learn to recognize the distinctive characteristics and needs of the children in certain stages and the peculiar traits and

needs of particular children. After this she must plan an ideal environment for her little community. The children themselves are her laboratory. She can find little help apart from them save in the laboratory of her own consciousness. This inner field of investigation furnishes the type of all activity at all stages, but each stage has its own variations in the form of predominating images and impulses.

The limitation in the number and fullness of children's images is the determining factor in our choice of conditions for each group.

The impulses to act in certain ways partly determine the form of exercise which shall be guided by the teacher. Two questions follow: What are the controlling impulses to activity at three years and at six? What is the range of images and what have these images to do with action at each stage?

Pedagogics of Nature Study

Wilbur S. Jackman

Query: What is the relation of Nature Study to Natural Science?

In the earlier days of Nature Study in the elementary schools, men of science were strenuous in their protest against calling either the subject science, or its methods. The objections urged may have been valid in some degree against the crude or rudimentary methods employed in the beginning, but they cannot be successfully maintained against the study when properly conducted. Nature Study, well planned, is scientific, and it differs not a whit in its essentials from Natural Science. The obvious truth of this may be shown easily by a consideration of the matter and method in both.

1. In Natural Science the subject-matter

is found in the great domain of nature; earth, air, sky, and water are the sources of the materials studied. Outside of these, in Natural Science, there is nothing to study.

2. In Nature Study the materials are derived from the same exhaustless realm.

3. In Natural Science the study rests upon the personal investigations of the student, and it is his own observations that measure the rate and amount of his progress.

4. In Nature Study, no less than in Natural Science, personal investigations and observations are fundamental.

5. In the study of Natural Science the senses are of primary importance.

6. In Nature Study, the use of the senses is no less essential.